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ABSTRACT

This annotated resource list supports coordination and collaboration between vocational and JTPA (Job Training Partnership Act) programs to increase the effectiveness of programs serving special needs populations. Nineteen publications, six programs, and four organizations are described. The items listed were published during 1988-1991. In addition to a description, each entry contains price and contact information. (CML)

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ANNOTATED RESOURCE LIST: COLLABORATING TO IMPROVE VOCATIONAL PROGRAM EFFECTIVENESS FOR SPECIAL POPULATIONS

Compiled by

Technical Assistance for Special Populations Program (TASPP)

University of Illinois

National Center for Research in Vocational Education
University of California at Berkeley
1995 University Avenue, Suite 375
Berkeley, CA 94704

Supported by
The Office of Vocational and Adult Education,
U.S. Department of Education

October, 1992 MDS-479

CE062438

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INTRODUCTION

Improving academic and employment outcomes for youth and adults with special needs will require collaboration and coordination between schools, training institutions, and community-based organizations. The 1990 Carl D. Perkins Vocational and Applied Technology Education mandates coordination and collaboration between vocational and JTPA programs. In addition, the law requires that vocational planning for students with disabilities be coordinated between representatives of vocational education, special education, and state vocational rehabilitation agencies. These, and other collaborative activities promise to increase the effectiveness of programs serving special populations.

This guide was developed to support inter-agency collaboration efforts. It contains a selection of relevant publications, programs, and organizations. Descriptions, contact, and price information is included for each listing.

If you have any questions about this list, or need resources on other topics of concern to special populations in vocational education, please contact the TASPP staff.

Staff

Dr. Carolyn Maddy-Bernstein, Director
Dr. Zipura Burac, Program Coordinator
Maureen Coyle-Williams, Publications Manager
Bob Yanello, Graduate Research Assistant
Linda Iliff, Administrative Assistant

Mission

A service program of the National Center for Research in Vocational Education at the University of California, Berkeley, TASPP works nationally to increase vocational program accessibility, quality, and availability for youth and adults from special populations

Objectives

- Increase awareness and understanding of critical issues in vocational special needs education
- Promote exemplary program activity and the adoption of model practices

Address

University of Illinois
Vocational and Technical Education
345 Education Building
1310 S. Sixth Street
Champaign, IL 61820
(217) 333-0807
FAX: (217) 244-5632

PUBLICATIONS

AN ADVOCATE'S GUIDE TO IMPROVING EDUCATION
Haycock, K., Alston, D., & Finlay, B. (1990, September).
Washington: Adolescent Pregnancy Prevention Clearinghouse, Children's Defense Fund.

The National Education Goals present a challenge to communities, requiring educators, parents, advocates, civic leaders, business leaders, and others who care about children to work together. This guide is designed to help individuals attain the National Education Goals in their communities. It includes background information on the importance of the goals, their supporting objectives, and current national performance on key indicators. The guide suggests a step-by-step plan for organizing community action toward the goals and discusses 24 practices that improve student achievement. It provides practical tools for community assessment, techniques for improvement, suggestions on where to go for help, and a glossary of terms. (40 pages, $4.50 prepaid)

ADDRESS:
Adolescent Pregnancy Prevention
Clearinghouse
Children's Defense Fund
122 C Street, N.W., Suite 400
Washington, DC 20001
202-628-8787, Ext. 431

AT-RISK YOUTH IN CRISIS: A HANDBOOK FOR COLLABORATION BETWEEN SCHOOLS AND SOCIAL SERVICES (VOL. 1: INTRODUCTION AND RESOURCES)
Linn-Benton Education Service District, & ERIC Clearinghouse on Educational Management. (1991, February).
Eugene, OR: Author.

An introduction to the At-Risk Youth in Crisis Handbook Series is presented in this handbook along with a rationale for the series, benefits, how it was developed, and how educators can adapt the handbook to their own communities. In order to be a useful tool, users must collect information about the social service agencies in their own communities and create a personalized community resource section. The steps for adapting the handbook are provided along with summaries of journal articles and research reports on collaboration between schools and social services. (58 pages, $7.50)

ADDRESS:
ERIC Clearinghouse on
Educational Management
Editor
University of Oregon
1787 Agate Street
Eugene, OR 97403
503-346-5044

ADDRESS:
Allyn & Bacon
Department 894
160 Gould Street
Needham Heights, MA 02194
800-852-8024

CAREER DEVELOPMENT AND TRANSITION EDUCATION FOR ADOLESCENTS WITH DISABILITIES
Clark, G. M., & Kolstoe, O. P. (1990).
Needham Heights, MA: Allyn & Bacon.

This book presents a Career Education model developed by Gary Clark based on extensive research and validation by teachers involved with educating adolescents with disabilities for satisfying post-secondary living. Practical examples for teachers are provided and practical suggestions for inter- and intra-agency cooperation are also included. The book links career education with transition of persons from school to adult living, focuses on high school special education programming for mildly disabled youth, and moves beyond the traditional career education model to incorporate transition programming concepts. (480 pages, $35.00)

ADDRESS:
National Center for Research in Vocational Education
Materials Distribution Service
Western Illinois University
46 Horrabin Hall
Macomb, IL 61455
800-637-7652

CASE STUDIES FOR ORDER AMIDST COMPLEXITY: THE STATUS OF COORDINATION AMONG VOCATIONAL EDUCATION, JOB TRAINING PARTNERSHIP ACT, AND WELFARE-TO-WORK PROGRAMS (MDS-214) (ERIC DOCUMENT REPRODUCTION SERVICE NO. ED 323 343)
Grubb, W. N., Brown, C., Kaufman, P., & Lederer, J. (1990, August).
Berkeley, CA: National Center for Research in Vocational Education, University of California, Berkeley.

This report is an appendix to Order Amidst Complexity: The Status of Coordination Among Vocational Education, Job Training Partnership Act, and Welfare-to-Work Programs (MDS-063). It presents case studies of coordination efforts among vocational education, JTPA, and welfare-to-work programs in Georgia, Illinois, Massachusetts, Minnesota, Tennessee, Washington, and selected California SDA's. Descriptions of various programs, their content, administration, and funding are included, with emphasis on coordination and partnerships. While they emphasize coordination that takes place at the local level, they also describe state policy related to coordination. (113 pages, $5.00)

ADDRESS:
Education Commission of the States
Distribution Center
707 17th Street, Suite 2700
Denver, CO 80202-3427
303-299-3692

COMMUNITY OF PURPOSE—PROMOTING COLLABORATION THROUGH STATE ACTION (PUBLICATION NO. AR-88-1)
Rodriguez, E., McQuaid, P., & Rosauer, R. (1988, February).
Denver, CO: Education Commission of the States.

This paper is the fifth of an Education Commission of the States series focusing on the problems of youth at risk of not making a successful transition to adulthood—the dropout, the underachiever and other

young people who end up disconnected from school and ultimately from society. The topic of the paper is collaboration, both interagency and public/private. Collaboration is defined as an ongoing meeting between and among schools, state agencies, state and local government and community organizations to resolve a common problem. This paper is designed to highlight elements of established collaborative programs in the States. The paper is meant to raise awareness of the contribution that collaborative efforts can make in programs targeted for youth at-risk. The goal is to force state policymakers to see the utility of incorporating collaboration into their youth at-risk strategy. Some of the issues of at-risk youth are raised through the examination of some ongoing statewide collaborations. In addition, there is some exploration on how states in general can capitalize on existing resources. Appendices include a list of collaborative projects with addresses and contact people designed around the following youth at-risk issues: academic, comprehensive, foster care, dropout, early childhood, employment, health, juvenile justice, substance abuse, and teen pregnancy. (108 pages, $8.50)

A CONCERN ABOUT VOCATIONAL EDUCATION AND JOB TRAINING FOR AT-RISK YOUTH (CONCERNS XXVII)

Selden, R., & Martella, J. (1989, July).

This issue looks at the success rate of education and training institutions with individuals at risk of dropping out of school. After an overview of this issue, the context for reform in vocational education and training; changes in vocational education and employment training policy; and collaboration and coordination efforts among education, job training, social services, and business sectors are discussed. (22 pages, no charge)

ADDRESS:
Council of Chief State School Officers
One Massachusetts Avenue, N.W.
Suite 700
Washington, DC 20001-1431
202-408-5505

FIVE MILLION CHILDREN: A STATISTICAL PROFILE OF OUR POOREST YOUNG CITIZENS

National Center for Children in Poverty. (1990). New York: Author.

This report presents a portrait of the five million children under the age of six who live in poverty in the United States. Information is drawn from diverse published and unpublished sources and from new analyses of national databases. The report builds upon and adds to what is known about poor families and their very young children and is intended to broaden the audience concerned with these issues and to foster new commitments to action. The report emphasizes the need to implement comprehensive

ADDRESS:
National Center for Children in Poverty
Columbia University
154 Haven Avenue
New York, NY 10032
212-927-8793

approaches to assisting poor young children and families over the early years of family formation and calls for greater coordination of policies and programs. A glossary, bibliography, and references are included. (86 pages, $12.95)

ADDRESS:
Center for Community Education
School of Social Work
Rutgers, The State University of New Jersey
73 Easton Avenue
New Brunswick, NJ 08903
201-932-7798

LINKING SCHOOLS AND COMMUNITY SERVICES: A PRACTICAL GUIDE

Robinson, E. R., & Mastny, A. Y. (1989).
New Brunswick: Rutgers, The State University of New Jersey, Center for Community Education.

This handbook was prepared as part of the project Linking Schools and Community Services. Through the development of an interagency system to link schools and local human service agencies, the project sought to strengthen the ability of public schools to respond to the interrelated social and psychological needs of children. The handbook describes the intercollaborative process of social problem solving involving public and private agencies, interested individuals, public officials, and policymakers. The outcome is an ongoing working relationship between schools and the human service agencies in a community. (62 pages, no charge)

ADDRESS:
Center for Community Education
School of Social Work
Rutgers, The State University of New Jersey
73 Easton Avenue
New Brunswick, NJ 08903
201-932-7798

LINKING SCHOOLS AND COMMUNITY SERVICES: A RESOURCE DIRECTORY

Mastny, A. Y. (Comp.). (1989).
New Brunswick: Rutgers, The State University of New Jersey, Center for Community Education.

This resource directory was prepared as part of the project Linking Schools and Community Services. Through the development of an interagency system to link schools and local human service agencies, the project sought to strengthen the ability of public schools to respond to the interrelated social and psychological needs of children. The directory lists organizations, individuals, addresses, and phone numbers for the following categories: adolescent pregnancy/teen parenting, child abuse and neglect/sexual abuse, child advocacy, dropout prevention, drug and alcohol abuse, sex education, health care, AIDS education, homelessness, mental health, and youth employment and training. (80 pages, no charge)

LINKING SCHOOLS WITH HUMAN SERVICE AGENCIES (ERIC DIGEST NO. 62)
Ascher, C. (1990, February).
New York: ERIC Clearinghouse on Urban Education.

The importance of coordinated service delivery to students and their families is the focus of this digest. Common barriers to collaboration are addressed. Recommendations for educators seeking to develop collaborative links with other service providers to meet the needs of K-12 students are included. (2 pages, no charge)

ADDRESS:
ERIC Clearinghouse on Urban Education
Box 40
Teachers College
Columbia University
New York, NY 10027
212-678-3433

NEW PARTNERSHIPS: EDUCATION'S STAKE IN THE FAMILY SUPPORT ACT OF 1988
American Public Welfare Association. (1989).
Washington, DC: William T. Grant Foundation.

This statement on Public Law 100-145, the Family Support Act of 1988, is co-authored by several organizations which represent policymakers, policy analysts, administrators, and welfare advocates. The publication highlights aspects of the Family Support Act that are relevant to both the education and the public welfare communities, describes the opportunities that the Act offers both systems in meeting their own and shared goals for populations at-risk, and emphasizes the importance and benefits of collaboration among education and the human services in implementing the Act. The appendices include: a summary of the major provisions of the Family Support Act, an overview of the Aid to Families with Dependent Children Program, and a listing of resources for additional information and assistance. (31 pages, $1.00)

ADDRESS:
William T. Grant Foundation
1001 Connecticut Avenue, N.W.
Suite 301
Washington, DC 20036-5541
202-775-9731

ORDER AMIDST COMPLEXITY: THE STATUS OF COORDINATION AMONG VOCATIONAL EDUCATION, JOB TRAINING PARTNERSHIP ACT, AND WELFARE-TO-WORK PROGRAMS (MDS-063) (ERIC DOCUMENT REPRODUCTION SERVICE NO. ED 323 342)
Grubb, W. N., Brown, C., Kaufman, P., & Lederer, J. (1990, August).
Berkeley, CA: National Center for Research in Vocational Education, University of California, Berkeley.

This report to Congress, the Secretary of Education, and the Secretary of Labor presents an overview of the status of coordination among job-related training and vocational education programs, with emphasis on issues concerning duplication of effort, competition among programs, and effectiveness of programs. Because of the growing importance of welfare-to-work programs in vocational education and job training systems, this report also examines the ways in which emerging welfare programs have been collaborating

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Materials Distribution Service
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46 Horrabin Hall
Macomb, IL 61455
800-637-7652

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with educational institutions and existing job training programs. The report describes selected local initiatives, state policies, welfare-to-work programs, and federal policy. Fundamental questions are raised about the future of coordination efforts. The analysis is based on case studies of six states, a sampling of California programs, and eight comprehensive community studies. The appendix, Case Studies for Order Amidst Complexity: The Status of Coordination Among Vocational Education, Job Training Partnership Act, and Welfare-to-Work Programs (MDS-214), available separately, discusses these programs in detail. The former document includes a list of references. (75 pages, $4.75)

ADDRESS:
Public/Private Ventures
399 Market Street
Philadelphia, PA 19106-2178
215-592-9099

A PRACTITIONER'S GUIDE: STRATEGIES, PROGRAMS, AND RESOURCES FOR YOUTH EMPLOYMENT DEVELOPMENT (REV. ED.)
Smith, T. J., Moorhouse, M., & Trist, C. (1988).
Philadelphia, PA: Public/Private Ventures.

Designed for use by those who plan and operate employment, training and education programs, this newly revised publication describes eight service strategies that form the heart of an effective system for serving at-risk youth. Each strategy is illustrated with programs that show how it has been implemented. The program models described aim at building the core competencies of basic skills, pre-employment skills, work maturity, and occupational training. There is an emphasis on matching: ensuring that the right youth are directed to the right programs at the most opportune times. For this to happen, there must be firm ties between schools, training institutions, and community-based organizations. Research reports and current program contacts are listed for those wanting more detailed information about particular programs. Appendices include descriptions of key federal legislation, organizations, resources, and guides to estimating local at-risk populations. (92 pages, $10.00)

ADDRESS:
Institute for Educational Leadership, Inc.
Center for Demographic Policy
Publications Department
1001 Connecticut Avenue, N.W.
Suite 310
Washington, DC 20036
202-822-8405

THE SAME CLIENT: THE DEMOGRAPHICS OF EDUCATION AND SERVICE DELIVERY SYSTEMS
Hodgkinson, H. (1989, September).
Washington, DC: Institute for Educational Leadership, Inc., Center for Demographic Policy.

This report analyzes the interconnectedness of service organizations across functional lines. This model suggests that educators at all levels need to begin to become familiar with other service providers at their level, as they are serving the same children and families as clients. The author proposes that legislative leaders at federal, state, and local levels begin to exert pressure

on their education, health, housing, and transportation bureaucracies to begin to collaborate. (28 pages; $12.00, discounts available for 10 or more copies)

SCHOOL TO POSTSECONDARY EDUCATION: INTEGRATED EMPLOYMENT AND COMMUNITY LIVING
Padgett, S. (Ed). (1990, December).
Little Rock, AR: Interagency Council on Self Sufficiency.

This booklet presents the Arkansas Transition Agreement developed by the Interagency Council on Self Sufficiency. This Agreement is to be recognized at the school, local, and state level as (1) documentation of the State's commitment to effecting long-term systems changes which will require extensive interagency collaboration and sharing of resources on the state and local levels; (2) authorization and promotion of maximum, formalized collaboration by local agencies in the provision of effective transition services for students with disabilities; and (3) an acknowledgment of the need for legislative, family, consumer, and advocate support for implementation of the Agreement and assistance for the participating agencies to acquire the resources needed to successfully transition students into self sufficient adult lives. It contains a mission statement, definition, eligibility, value statements, transition planning team development, service matrix, helpful forms, work plan for implementation, exit criteria for public schools, time lines, transition service delivery diagram, signatures, appendices, and references. (85 pages, no charge)

ADDRESS:
Transition Project
Interagency Council on Self Sufficiency
Arkansas School for the Deaf
2400 W. Markham
Little Rock, AR 72203
501-324-9595

STREAMLINING INTERAGENCY COLLABORATION FOR YOUTH AT RISK: ISSUES FOR EDUCATORS
Guthrie, G. P., & Guthrie, L. F. (1990).
San Francisco, CA: Far West Laboratory.

This paper offers general guidelines for streamlining interagency collaboration efforts. Schools today are becoming super-agencies, with broad-ranging social service responsibilities being placed on already overburdened educators. What is urgently needed is collaboration among all agencies, including schools, to develop a coordinated, case-managed, child-centered system that efficiently serves children and their families. This document offers advice on mapping the territory, surveying the field, and developing a careful plan. (14 pages, $6.00)

ADDRESS:
Far West Laboratory
Publications Department
730 Harrison Street
San Francisco, CA 94107-1242
415-565-3000

ADDRESS:
Iowa Transition Initiative
Drake University-MPRRC
Des Moines, IA 50311
515-271-3936

A TRANSITION MODEL
Iowa Transition Initiative. (1990, January).
Des Moines, IA: Author.

Developed by the Iowa Transition Initiative, a multi-agency supported effort to assist individuals with disabilities in their movement from school to adult life, this comprehensive transition model incorporates information gathered within and outside of Iowa. It represents a collaborative effort to meet the ongoing transition needs of individuals with disabilities through existing agencies, resources, and services. Its purpose is to provide consistency, guidance, and strategies to local areas as they coordinate services for transition with other agencies. It includes a transition process flowchart, organizational structure model, transition process matrix, approaches to the identification of individual needs of persons with disabilities, an in-depth prototype, and the implementation plan. It may be of use to other such steering entities, or to local schools and community-based agencies involved in the coordination of transition services. (115 pages, no charge)

ADDRESS:
Education and Human Services Consortium
Institute for Educational Leadership
1001 Connecticut Avenue, N.W.
Suite 310
Washington, DC 20036-5541
202-822-8405

WHAT IT TAKES: STRUCTURING INTERAGENCY PARTNERSHIPS TO CONNECT CHILDREN AND FAMILIES WITH COMPREHENSIVE SERVICES
Melaville, A. I., & Blank, M. J. (1991, January).
Washington, DC: Education and Human Services Consortium.

This monograph is aimed at state and local education and human services policymakers, administrators, and practitioners and examines why schools, health and welfare agencies, youth services agencies, community-based organizations, and others must collaborate on behalf of children and families. It offers guidance on how to do so effectively. The monograph contains an assessment of current needs for support services; a description of five variables that strongly influence interagency partnerships and selected interagency initiatives; and a working tool for use in interagency partnerships, local needs assessments, and workshops. Appendices list program descriptions and contact information, resources for additional information and assistance, and suggestions for further reading. (55 pages, $3.00)

WORKING CAPITAL: COORDINATED HUMAN INVESTMENT DIRECTIONS FOR THE 90'S

The Job Training Partnership Act (JTPA) Advisory Committee. (1989, October).
Washington, DC: United States Department of Labor.

This report continues the theme of a March 1989 report entitled Working Capital: JTPA Investments for the 90's. The report focuses on the need for a more coherent human resource delivery system, and the need to build partnership institutions for collaborative planning and policy development that would lead to the delivery of more integrated services for clients. Divided into three sections, the report addresses the following topics: JTPA-welfare linkages, JTPA-education collaboration, and coordinating ETA-administered programs. (95 pages, price unavailable)

ADDRESS:
United States Department of Labor
200 Constitution Avenue, N.W.
Washington, DC 20210
202-523-6871

ADDRESS:
Computer Programmer Training for the Disabled
Deborah Clark, Program Manager
Valencia Community College
P.O. Box 3028, MC 3-12
Orlando, FL 32802
407-299-5000 Ext. 2222

COMPUTER PROGRAMMER TRAINING FOR THE DISABLED (CPTD)

The Valencia Community College Computer Programmer Training for the Disabled Program (CPTD) serves students who have severe disabilities (primarily physical), through a partnership with JTPA, Vocational Education, Vocational Rehabilitation, and local business leaders. The CPTD graduate placement rate of 99% and average starting pay of $24,000 annually are indicators of the great success of the program.

Identified as exemplary in the 1990 National Recognition Program for Exemplary Vocational Education Programs Serving Special Needs Populations by the Technical Assistance for Special Populations Program of the National Center for Research in Vocational Education, University of California, Berkeley, the eleven-month CPTD Program includes nine months of classroom instruction and two months on-the-job-training. Students must dress and conduct themselves in appropriate business fashion during the entire program. At regular intervals, community management-level professionals in data processing and human resources volunteer their time to evaluate the participants' progress in intensive hour-and-a-half sessions. In addition, there is a "professional socialization" segment of the curriculum which includes appropriate ways to talk, dress, and generally conduct oneself in the business world, including writing a resume and good interview techniques.

ADDRESS:
Project Partnerships
Ruth Lambert, Project Coordinator
New Hampshire Job Training Councils
64B Old Suncook Road
Concord, NH 03301
603-228-9500
800-772-7001 in New Hampshire

PROJECT PARTNERSHIPS

Project Partnerships provides 14-21 year old high school students with severe disabilities the opportunity to develop the skills necessary to make the transition from school to work. Through the collaborative efforts of New Hampshire Job Training Council, the Division of Vocational Rehabilitation, the Bureau of Special Education, the Bureau of Vocational-Technical Education, the Developmental Disabilities Council, the Division of Mental Health and Developmental Services and local school systems, the program seeks to provide all students with severe disabilities the educational, vocational, and community-related tools they will need to excel in school and to secure employment upon graduation. The program has facilitated collaboration among six public agencies and local school systems to meet the needs of severely disabled students. It has identified employers interested in providing training

experience and competitive employment to severely disabled students and provided access to vocational-technical education programs.

SCHOOL BASED YOUTH SERVICES PROGRAM (SBYSP)

The School Based Youth Services Program, developed by the New Jersey Department of Human Services, provides at-risk adolescents the opportunity to complete their education, obtain skills that lead to employment or additional education, and to lead a mentally and physically healthy life. Core services include health, mental health and family counseling, employment, and drug counseling. Adjunct services include day care, family planning, teen parenting education, recreation, transportation, and information and referral, as well as other services determined locally. Five vocational-technical high schools and 24 high schools participate. Grants were offered only to communities that showed the support and participation of a broad coalition of local community groups, teachers and parents, businesses, public agencies, nonprofit organizations, students, and local school districts.

ADDRESS:
School Based Youth Services Program
Edward Tetelman, Director,
Office of Legal and Regulatory Affairs
New Jersey Department of Human Services
CN 700
Trenton, NJ 08625-0700
609-292-1617
609-292-7816

TRANSITIONAL EMPLOYMENT PROGRAM

This program was identified as an Honorable Mention in the 1991 National Recognition Program for Exemplary Vocational Education Programs Serving Special Needs Populations. The National Recognition Program is sponsored by the Technical Assistance for Special Populations Program of the National Center for Research in Vocational Education, University of California, Berkeley.

The Transitional Employment Program is a collaborative program between the Pawtucket School Department and the Blackstone Valley Center. Its philosophy is that all students, regardless of their disability, should have the same opportunities as non-disabled students to gain maximum independence within their community and to become productive and contributing members of the workforce. Through participation in the program, students, aged 16 through 21, with special needs are provided transition services from school to work.

During the annual IEP meeting, individual transition plans are developed. Instructional objectives are lifeskill-based and functionally oriented to provide the student with the skills necessary for being successful and independent in the adult world. Implementation of the employment component begins with community awareness training covering mobility, accessing public service agencies, handling money, and increasing

ADDRESS:
Transitional Employment Program
Ann Marie Dubuque, Transition Coordinator
Pawtucket School Department
Creamer Administration Bldg.
Park Place
Pawtucket, RI 02860
401-728-2120 Ext. 358

student awareness of employment opportunities. A broad range of vocational exploration experiences is available through the program, from sheltered through minimally supervised settings. Students are encouraged to explore a variety of employment situations. As the student nears his or her 21st birthday, referrals for adult services are made.

ADDRESS:
William T. Grant Foundation
Samuel Halperin, Study Director
1001 Connecticut Avenue, N.W.
Suite 301
Washington, DC 20036-5541
202-775-9731
FAX: 202-872-4050

WILLIAM T. GRANT FOUNDATION COMMISSION ON WORK, FAMILY, AND CITIZENSHIP

The Grant Commission has issued two major reports and two dozen background and information papers on the special needs of the "Forgotten Half," the approximately 20 million young people between the ages of 16 and 24 not likely to pursue a college education. The Commission's office works to implement the recommendations of both reports, and to improve the school-to-work transition of the "Forgotten Half" by raising public and scholarly awareness, building coalitions, sharing information, consulting, and providing technical assistance to federal, state, and other policymakers. Publication lists are available upon request.

ADDRESS:
Work Ability
Pat Dougan, Work Ability 1
Coordinator for California
Department of Rehabilitation
1116 9th Street, Lower Level
Sacramento, CA 95814-3698
916-442-1395

WORK ABILITY

Work Ability was developed in 1981 as a pilot project to test the concept of work experience for youth with disabilities. What began as a nonfinancial interagency agreement between the Employment Development Department, State Department of Rehabilitation, and the State Department of Education, has grown to combine the resources and information of these departments as well as the resources from employers and local agencies all over California. The goal of the project is to provide a comprehensive employment preparation and training program which enables special needs students to not only get but to keep a job. The primary focus of the model is to actively involve and strengthen the partnership of employers, parents, educators, students, and the community in the training and transitioning of these students into the world of work. The program also focuses on improving attitudes toward the employability of the disabled.

Program services are geared to individual student needs, abilities, and interests. Each local program coordinates both the state and local resources to offer comprehensive services that meet the specific economic, social, and geographic needs of their area. Each of the projects generally provide the following services in varying degrees, either funded directly by the project or in conjunction with local programs: assessment, career guidance, work experience/training, job skills

training, job placement, job coaching, mobility training, curriculum development, training wages, transportation assistance, transition services, referral to adult service agencies, and follow-up.

ADDRESS:
Academy for Educational Development
Patrick Montesano, Senior Program Officer
100 Fifth Avenue
New York, NY 10011
212-243-1110

ACADEMY FOR EDUCATIONAL DEVELOPMENT (AED)

The Academy has offices in Washington, DC, and New York City and works in 83 countries in education, communication and information development, telecommunications, health/nutrition, agriculture and population, cultural exchange, vocational and technical training, energy management, and the arts. The School and Community Services Division in New York City has a strong commitment to excellence and equity in education and to developing links between schools and community agencies that increase educational and development opportunities for at-risk youth across the United States. Staff and consultants have extensive experience working with large urban school systems, community organizations, and foundations and other funding agencies on programs that address critical educational issues such as dropout prevention, adolescent pregnancy and parenting, literacy, and youth employment and training.

ADDRESS:
Institute for Educational Leadership, Inc.
Michael Usdan, President
1001 Connecticut Avenue, N.W., Suite 310
Washington, DC 20036
202-822-8405

INSTITUTE FOR EDUCATIONAL LEADERSHIP, INC. (IEL)

The Institute for Educational Leadership (IEL) is a not-for-profit organization whose mission is to develop and support leaders who work together to improve educational opportunities and outcomes for all children. To achieve this result, IEL works in every state with public school educators; administrators and school boards; postsecondary educators; federal, state, and local government officials; national and state association executives; and corporate and foundation managers. IEL publications are available on a variety of topics including the following: interagency collaboration, school-business partnerships, and effective schools.

ADDRESS:
National Institute for Work and Learning
Ivan Charner, Director
1255 23rd Street, N.W., Suite 400
Washington, DC 20037
202-862-8845

NATIONAL INSTITUTE FOR WORK AND LEARNING (NIWL)

The National Institute for Work and Learning (NIWL), an institute of the Academy for Educational Development, seeks to improve the linkages between education and work for youth and adults and to bring into better balance the supply of and demand for critical skills in the workplace. The Institute's primary focus is the pursuit of collaborative efforts among educators, employers, unions, community organizations, and government to resolve work and learning problems. NIWL

accomplishes its mission through basic and policy research, action and development projects, program evaluations, information networking, and technical assistance. NIWL has established three distinct program areas for its projects: partnerships for youth transition, worklife education and training, and productive aging. A list of NIWL publications is available on request.

U.S. DEPARTMENT OF EDUCATION, OFFICE OF SPECIAL EDUCATION PROGRAMS (OSEP)

The Office of Special Education Programs (OSEP) administers programs relating to the free appropriate public education of all children, youth, and adults with disabilities. OSEP oversees programs to expand and improve special education, administers grants to state education agencies to help state and local districts serve children and youth with special needs, and monitors state programs to ensure that students with disabilities receive appropriate education and that their rights and those of their parents or guardians are protected. OSEP also administers programs to train special education teachers and conducts research in improved methods of special education. Some grants are given to all the states according to a formula prescribed in congressional legislation authorizing the program; others are awarded to individuals or institutions on the merit of competitive applications.

OSEP supports institutional or individual research projects that investigate ways to assist youth with special needs in making the transition into employment. These programs educate learning-disabled students, place mildly disabled students into general education programs, and establish intervention strategies for adolescents with serious emotional disturbances. OSEP also funds programs that offer transition services for older students with disabilities who are leaving school-based programs to enter postsecondary school, employment programs, or other community activities and assists with cooperative programming among vocational rehabilitation, special education, research, and other programs.

ADDRESS:

U.S. Department of Education,
Office of Special Education
Programs
Judy Schrag, Director
U.S. Department of Education
400 Maryland Avenue, S.W.
Switzer Building, Room 3086
M/S 2570
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202-732-1007